

2 Hours

SESSION II

THE SEVEN DRUG CATEGORIES AND MAJOR INDICATORS OF IMPAIRMENT

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Upon successfully completing this session, the participant will be able to :

- o Overview the major indicators of impairment.
- o Name examples of the drugs in each of the seven categories.
- o Identify the indicators of impairment associated with each category.
- o Describe medical clues that mimic drug impairment.

CONTENT SEGMENTS

LEARNING ACTIVITIES





A. Major Indicators of
 Impairment

o Instructor-Led Presentation

B. Drug Categories



o Instructor-Led Presentation

Aids	Lesson Plan	Instructor Notes
<div data-bbox="232 283 302 422"></div> <div data-bbox="191 443 373 478">120 Minutes</div> <div data-bbox="224 495 290 562"></div> <div data-bbox="191 581 357 617">30 Minutes</div> <div data-bbox="204 1581 370 1667"></div> <div data-bbox="191 1703 362 1738">Display II-1</div> <div data-bbox="191 1877 386 1906">HS 178B R2/06</div>	<div data-bbox="428 302 914 405">THE SEVEN DRUG CATEGORIES AND MAJOR INDICATORS OF IMPAIRMENT</div> <div data-bbox="428 512 906 548">A. Major indicators of impairment.</div> <ol style="list-style-type: none"> <li data-bbox="464 653 954 793">1. All drugs affect the body in predictable fashion with different categories affecting the body differently. <li data-bbox="464 898 943 1073">2. The signs and symptoms you see during the suspect's arrest will be essential to determine if they are impaired by a drug other than alcohol. <li data-bbox="464 1108 943 1249">3. As the arresting officer, it will be imperative that you document your observations for use in court. <li data-bbox="464 1354 938 1457">4. Most law enforcement agencies have a field note sheet to document your findings. <li data-bbox="464 1562 943 1808">5. Some common observations, signs and symptoms of drug impairment have been included in your manual for a reference and may assist in preparing your field notes and arrest reports. 	<div data-bbox="1000 653 1430 863"><u>THIS SESSION IS ON A VERY COMPACT TIME SCHEDULE. THEREFORE, IT IS IMPERATIVE THAT YOU DO NOT EMBELLISH THE MATERIAL PROVIDED.</u></div> <div data-bbox="1000 1108 1422 1318">Even if an expert is called to conduct an evaluation on the suspect, the arresting officer's field observations are essential for that evaluation as well as court testimony.</div> <div data-bbox="1000 1354 1422 1528">Suggest that if their Agency doesn't have a field note sheet, they may want to develop one that is consistent with Phase I, II, III of the SFST program.</div> <div data-bbox="1000 1562 1386 1633">Refer the participants to the Field Note Sheet.</div>

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<div data-bbox="203 730 370 821"></div> <div data-bbox="191 863 350 930"> <p>Display II-1a - II-1d</p> </div> <div data-bbox="186 1010 354 1100"></div> <div data-bbox="191 1108 350 1176"> <p>Display II-2a - II-2g</p> </div> <div data-bbox="186 1220 354 1310"></div> <div data-bbox="191 1318 350 1386"> <p>Display II-3a - II-3e</p> </div> <div data-bbox="203 1451 370 1541"></div> <div data-bbox="191 1564 350 1631"> <p>Display II-4a - II-4b</p> </div> <div data-bbox="191 1877 386 1906"> <p>HS 178B R2/06</p> </div>	<div data-bbox="462 304 928 478"> <p>6. We will discuss the major indicators of impairment, then tie the observable signs of impairment with the drug category.</p> </div> <div data-bbox="516 514 852 548"> <p>a. Psychophysical Tests</p> </div> <div data-bbox="565 724 690 758"> <p>(1) HGN</p> </div> <div data-bbox="618 793 760 827"> <p>(a) Review</p> </div> <div data-bbox="565 968 816 1001"> <p>(2) Walk and Turn</p> </div> <div data-bbox="618 1037 760 1071"> <p>(a) Review</p> </div> <div data-bbox="565 1213 812 1247"> <p>(3) One Leg Stand</p> </div> <div data-bbox="618 1283 760 1316"> <p>(a) Review</p> </div> <div data-bbox="565 1423 847 1457"> <p>(4) Romberg Balance</p> </div> <div data-bbox="618 1493 945 1703"> <p>(a) The Romberg Balance is an additional test that can be administered if drug use is suspected.</p> </div> <div data-bbox="618 1738 954 1843"> <p>(b) The test requires the suspect to stand with the feet</p> </div> <div data-bbox="787 1877 836 1906"> <p>II-2</p> </div>	<div data-bbox="1003 514 1422 688"> <p>Note: If the instructor determines that a detailed review of the walk and turn and one leg stand is necessary, refer to the lesson plans in Appendix I.</p> </div> <div data-bbox="1003 1738 1325 1806"> <p>Demonstrate the stance required of the suspect.</p> </div>

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	<p>together and the head tilted back slightly and with the eyes closed.</p> <p>(c) The test also requires that the suspect attempt to estimate the passage of 30 seconds; the suspect must be instructed to open the eyes and tilt the head forward and say stop when they think that 30 seconds have gone by.</p> <p>(d) The officer must record how much time actually elapsed from the start of the test until the suspect opened the eyes.</p> <p>(e) If the suspect continues to keep the eyes closed for 90 seconds, the officer should stop the test and record the fact that it was terminated at 90 seconds.</p>	<p>Emphasize that the officer must not instruct the suspect as to how he or she is supposed to estimate the passage of thirty seconds.</p> <p>Point out that some drugs tend to "speed up" the suspect's internal body clock, so that the suspect may open the eyes after only 10 or 15 seconds have gone by. Other drugs may "slow down" the internal body clock, so that the suspect keeps the eyes closed for 60 or more seconds. And, sometimes the drugs confuse the suspect to the point where he or she won't remember to open the eyes until instructed to do so by the officer.</p>

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<div data-bbox="233 352 300 420"></div> <div data-bbox="191 443 355 474">20 Minutes</div>	<p data-bbox="428 338 837 369">B. Administrative Procedures</p> <ol data-bbox="464 583 954 1524" style="list-style-type: none"> <li data-bbox="464 583 922 646">1. Stand with your feet together, arms at your sides. <li data-bbox="464 688 954 825">2. Just watch me and listen to me while I give you the instructions for this test; don't start doing the test until I tell you to start. <li data-bbox="464 1035 954 1171">3. When I tell you to start, I want you to tilt your head back slightly (demonstrate), and close your eyes (don't demonstrate). <li data-bbox="464 1213 954 1350">4. Once you have closed your eyes, I want you to remain in that position until you think that 30 seconds have gone by. <li data-bbox="464 1392 954 1524">5. As soon as you think 30 seconds have passed by, open your eyes and tilt your head forward and say stop. 	<p data-bbox="1000 338 1430 548">Two instructors should demonstrate the administrative procedures for Romberg Balance. One instructor will play the role of the officer, the other the "suspect".</p> <p data-bbox="1000 688 1430 999">Ask the "suspect" if he or she understands the instructions thus far. If the subject fails to maintain the starting position during your instructions, discontinue the instructions and direct the subject back to the starting position before continuing.</p> <p data-bbox="1000 1035 1430 1140">Emphasize that the officer must not close his or her own eyes, for officer safety.</p> <p data-bbox="1000 1283 1430 1346">Ask the "suspect" if he or she understands the instructions.</p> <p data-bbox="1000 1381 1430 1591">Emphasize that the officer must look at a watch as soon as the suspect starts the test, and must record the actual amount of time that passes by until the suspect opens the eyes.</p>

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 10 Minutes	<p>C. Instructor-led demonstrations</p> <ul style="list-style-type: none"> o Instructor-to-instructor demonstrations. o Instructor-to-student demonstrations. 	<p>One instructor should administer a complete Romberg Balance test to another.</p> <p>Solicit participant's questions.</p> <p>Select a student to participate in the demonstration.</p> <p>The instructor should administer a complete Romberg Balance test to the student.</p> <p>Thank the student for his or her participation and solicit questions.</p> <p>Select two participants to conduct demonstrations.</p>
 20 Minutes	<p>D. Student-led demonstrations</p>	<p>Segment D: 20 Minutes</p> <p>Have the first student administer the test to the second student.</p> <p>Offer constructive criticism, as appropriate, about the student-administrators demonstration.</p> <p>Have the second student administer the test to the first student, and offer appropriate constructive criticism.</p> <p>Thank the participants for their participation and solicit questions.</p>

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<div data-bbox="224 394 289 457"></div> <div data-bbox="191 478 357 510">30 Minutes</div> <div data-bbox="191 552 354 636"></div> <div data-bbox="191 688 365 720">Display II-5</div>	<p data-bbox="431 342 935 405">E. Recording Results of the Romberg Balance Test.</p> <ol data-bbox="464 552 951 1413" style="list-style-type: none"> <li data-bbox="464 552 951 972">1. The major items that need to be recorded for the Romberg test are: <ul style="list-style-type: none"> <li data-bbox="513 762 951 825">o the amount that the suspect sways <li data-bbox="513 867 951 972">o the actual amount of time that the suspect keeps the eyes closed <li data-bbox="464 1014 951 1140">2. To record swaying, the officer must estimate how many inches the suspect sways, either front to back or left to right, or both. <li data-bbox="464 1245 951 1413">3. To record the suspect's time estimate, simply write the number of seconds that the suspect kept his or her eyes closed. 	<p data-bbox="1003 1008 1409 1207">Example: if the suspect sways approximately two inches toward the left and approximately two inches toward the right, the officer should make note of that fact.</p>
<div data-bbox="232 1438 297 1501"></div> <div data-bbox="191 1528 357 1560">20 Minutes</div>	<p data-bbox="431 1459 740 1491">F. Hand's On Practice.</p>	<p data-bbox="1003 1459 1409 1491">Solicit participant's questions.</p> <p data-bbox="1003 1533 1409 1596">Assign participants to work in pairs.</p> <p data-bbox="1003 1638 1409 1732">Instruct teammates to practice administering the Romberg Balance test to each other.</p> <p data-bbox="1003 1774 1409 1869">Monitor the practice and offer coaching and constructive criticism, as appropriate.</p>

OBSERVATIONS

SUSPECT'S BREATH

- ☐ Odor of alcohol
- ☐ Chemical odor
- ☐ Cannabis odor

OBSERVATION OF FACE

- ☐ Normal
- ☐ Flushed
- ☐ Pale
- ☐ Other (describe)

GENERAL APPEARANCE

- ☐ Clean
- ☐ Orderly
- ☐ Disarranged
- ☐ Bloody
- ☐ Vomit
- ☐ Urine

EYES

- ☐ Normal
- ☐ Watery
- ☐ Bloodshot
- ☐ Pink/Red

ATTITUDE

- ☐ Anxious
- ☐ Restless
- ☐ Agitated
- ☐ Excited
- ☐ Combative
- ☐ Disinterested
- ☐ Uninhibited
- ☐ Disoriented
- ☐ Drowsy
- ☐ Confused
- ☐ Hallucinating
- ☐ Loss of Memory
- ☐ Cyclic mood swings
- ☐ Polite
- ☐ Antagonistic
- ☐ Stuporous
- ☐ Cooperative/indifferent
- ☐ Laughing
- ☐ Insulting
- ☐ Argumentative
- ☐ Fumbling

SPEECH

- ☐ Talkative
- ☐ Thick, slurred
- ☐ Incoherent
- ☐ Rapid
- ☐ Slow
- ☐ Non-communicative
- ☐ Repetitive

PHYSICAL ACTIONS

- ☐ Facial itching
- ☐ Dry mouth
- ☐ Nodding
- ☐ Droopy eyelids
- ☐ Low, raspy voice
- ☐ Body tremors
- ☐ Muscle tone - rigid
- ☐ Muscle tone - flaccid
- ☐ Muscle tone - normal
- ☐ Grinding of teeth

OTHER

- ☐ Nasal redness
- ☐ Runny nose
- ☐ Track marks
- ☐ Perspiring
- ☐ Warm to touch
- ☐ Intense headaches
- ☐ Residue of paint on person
- ☐ Debris
- ☐ Pills
- ☐ Vials
- ☐ Syringes
- ☐ Drug paraphernalia